Guided Reading Lesson Plan

**Text: Ben’s Dad Level: 7 (PM Yellow Set A)**

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| **High Frequency Word Review** | Review high frequency words already learnt. |
| Easy Reading | Use the last book used in the previous session.  Help each child use strategies that aid self correction:   * Show children how to use information * Say…..THINK! What would sound right / look right / make sense? * Fluency practice. Teach punctuation |
| New book | Orientation: Introduce new words and concepts, e.g. “engine”, “shouted”  Look at each of the illustrations and discuss what is happening. Why is there a big painting on pages 8-9? (Because Ben painted his Dad and this is his painting)  Focus on speech marks that indicate when someone is speaking.  Each child reads the text independently.  Encourage children to practise strategies - use the pictures, chunk the words. |
| **New high frequency words** | coming, going, looking, home, today, after |
| **Letter identification** | Focus on initial blend **sh** (**shouted**) |
| **Phonological awareness** | Look at the words that end in “ing”: coming, going, looking |
| **Other teaching focus** | Uniforms - Ben’s Dad wears a uniform. Who else wears a uniform? |
| Comments |  |

Comprehension Questions - next page

“Ben’s Dad” Comprehension Questions

Factual:

1. How did Ben know his Dad was coming home? (“his Mum told him” page 3)
2. Who did Ben tell about his Dad coming home? (the teacher, boys and girls, page 5)
3. What did Ben do at school because his Dad was coming (“paint my Dad”, page 7)
4. Where did Ben go with his Dad? (“Home”, page 16)

Inferential (Explain your answer)

1. What is Ben’s Dad’s job? (page 11)
2. Why is Ben telling everyone his Dad is coming home?

Interpretive

1. Why did Ben draw the ship with a big hole in the side? (So he could show his Dad inside, pp 8-9)

Critical/Evaluative

1. Where do you think Ben’s Dad has been?
2. Has Ben’s Dad been away a long time? Why do think that is?
3. Why is Ben’s Dad wearing a uniform?